



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2008
Code: 10801270
SAU: Jay School Department
School: Jay Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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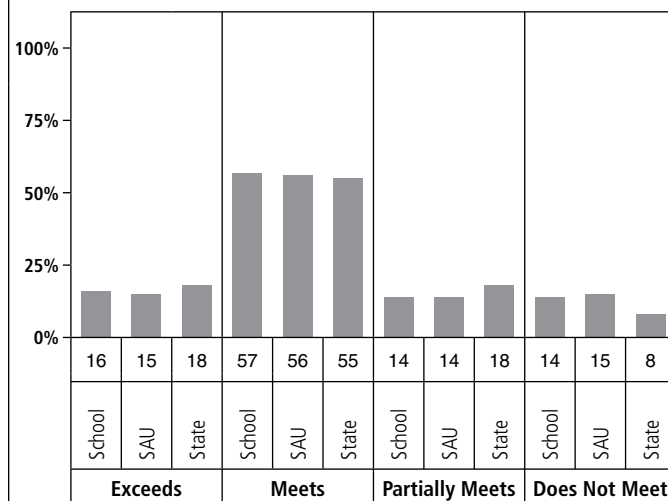
SUMMARY OF SCORES

Test Date: March 2008
Grade: 7
SAU: Jay School Department
School: Jay Middle School

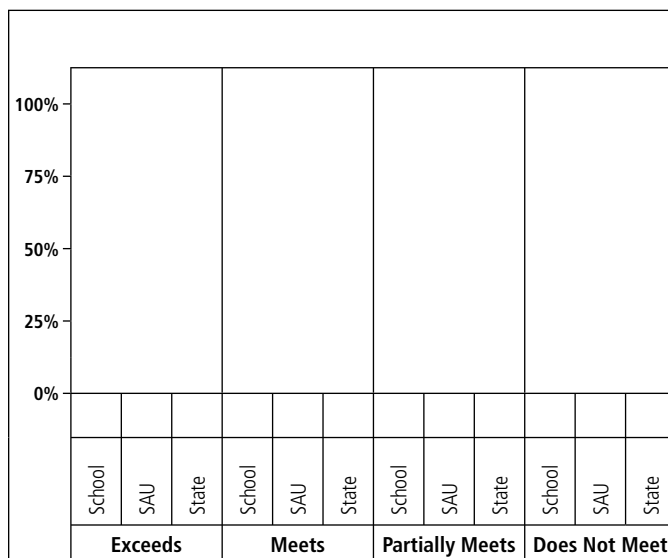
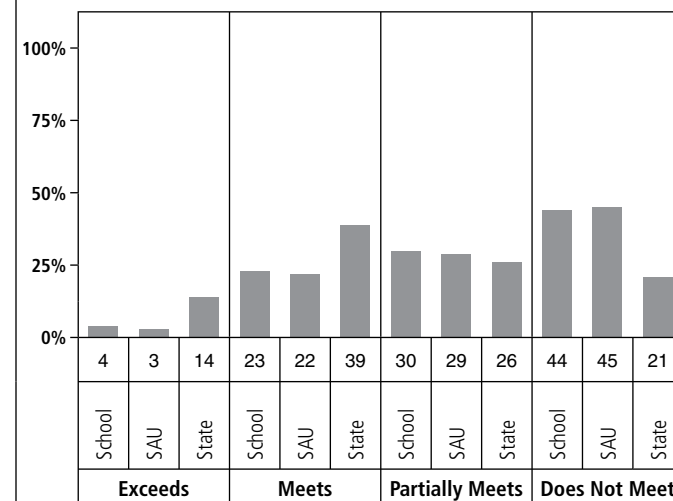
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	739	739	745
2006–2007	744	744	748
2007–2008	747	746	750
Cum. Avg. *	743	743	748
Mathematics			
2005–2006	735	735	740
2006–2007	738	738	742
2007–2008	730	730	743
Cum. Avg. *	735	735	742

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 7
 SAU: Jay School Department
 School: Jay Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	59	100	60	100	14818	100	58	98	59	98	14698	99	57	97	58	97	14694	99												
Ethnicity African American/Black	0	0	0	0	381	3	0	0	0	0	372	98	0	0	0	0	375	99												
American Indian or Native Alaskan	0	0	0	0	113	1	0	0	0	0	112	99	0	0	0	0	112	99												
Asian or Pacific Islander	0	0	0	0	219	1	0	0	0	0	213	97	0	0	0	0	217	99												
Hispanic	1	2	1	2	178	1	1	100	1	100	176	99	1	100	1	100	177	100												
Caucasian/White	58	98	59	98	13927	94	57	98	58	98	13825	99	56	97	57	97	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	12	20	13	22	2556	17	12	100	13	100	2508	99	11	92	12	92	2497	98												
Current LEP	0	0	0	0	363	2	0	0	0	0	352	97	0	0	0	0	360	99												
Economically disadvantaged	30	51	31	52	5461	37	29	97	30	97	5408	99	28	93	29	94	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	48	81	48	80	12195	82	48	81	48	80	12215	82						
Identified disability (PET/IEP)	2	4	2	4	418	3	2	4	2	4	421	3						
LEP	0	0	0	0	183	2	0	0	0	0	183	1						
504 plan	0	0	0	0	181	1	0	0	0	0	182	1						
Participation with accommodations	10	17	11	18	2320	16	9	15	10	17	2303	16						
Identified disability (PET/IEP)	10	100	11	100	1912	82	9	100	10	100	1900	83						
LEP	0	0	0	0	159	7	0	0	0	0	173	8						
504 plan	0	0	0	0	56	2	0	0	0	0	55	2						
Other	0	0	0	0	244	11	0	0	0	0	226	10						
Participation through alternate assessment (PAAP)	0	0	0	0	178	1	0	0	0	0	176	1						
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	176	100						
LEP	0	0	0	0	5	3	0	0	0	0	4	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	27	0	0	0	0	0	28	0						
Non-participation – other	1	2	1	2	93	1	2	3	2	3	96	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.



ELA–READING RESULTS

Test Date:	March 2008
Grade:	7
SAU:	Jay School Department
School:	Jay Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	3	4	3	4	1769	11
	2006-2007	7	9	7	9	2630	18
	2007-2008	9	16	9	15	2604	18
	Cum. Total*	19	9	19	9	7003	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	31	43	31	43	7521	49
	2006-2007	36	47	36	47	7605	51
	2007-2008	33	57	33	56	8049	55
	Cum. Total*	100	48	100	48	23175	52
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	20	28	20	28	3773	24
	2006-2007	24	31	24	31	3000	20
	2007-2008	8	14	8	14	2672	18
	Cum. Total*	52	25	52	25	9445	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	18	25	18	25	2399	16
	2006-2007	10	13	10	13	1620	11
	2007-2008	8	14	9	15	1190	8
	Cum. Total*	36	17	37	18	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	33.6	60.0	33.3	59.5	35.3	63.0
Literary Text	28	50	16.6	59.3	16.4	58.6	17.3	61.8
Informational Text	28	50	17.1	61.1	16.9	60.4	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: Jay School Department
 School: Jay Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	58	9	16	33	57	8	14	8	14	747	59	15	56	14	15	746	14515	18	55	18	8	750
Ethnicity																						
African American/Black	0										0						365	10	49	19	22	742
American Indian or Native Alaskan	0										0						110	6	52	24	18	744
Asian or Pacific Islander	0										0						211	26	47	20	6	752
Hispanic	1										1						173	12	54	18	15	746
Caucasian/White	57	9	16	32	56	8	14	8	14	747	58	16	55	14	16	746	13656	18	56	18	8	750
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	2	17	3	25	7	58	724	13	0	15	23	62	724	2330	2	30	36	32	735
No	46	9	20	31	67	5	11	1	2	753	46	20	67	11	2	753	12185	21	60	15	4	753
Current LEP																						
Yes	0										0						342	8	46	22	24	741
No	58	9	16	33	57	8	14	8	14	747	59	15	56	14	15	746	14173	18	56	18	8	750
Economically disadvantaged																						
Yes	29	3	10	15	52	5	17	6	21	741	30	10	50	17	23	741	5299	9	51	26	14	745
No	29	6	21	18	62	3	10	2	7	752	29	21	62	10	7	752	9216	23	58	14	5	753
Migrant																						
Yes	0										0						1					
No	58	9	16	33	57	8	14	8	14	747	59	15	56	14	15	746	14514	18	55	18	8	750
Gender																						
Female	32	7	22	19	59	3	9	3	9	751	32	22	59	9	9	751	7084	24	55	15	6	752
Male	26	2	8	14	54	5	19	5	19	742	27	7	52	19	22	741	7431	12	56	21	11	747
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						946	6	47	34	12	743
No	58	9	16	33	57	8	14	8	14	747	59	15	56	14	15	746	13569	19	56	17	8	750
Gifted/talented program																						
Yes	0										0						574	61	38	1	0	765
No	58	9	16	33	57	8	14	8	14	747	59	15	56	14	15	746	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 7
SAU: Jay School Department
School: Jay Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	12	1	14	4	57	1	14	1	14	744	12	14	57	14	14	744	6	9	42	24	25	741
B. less than one hour	54	4	13	19	61	4	13	4	13	748	53	13	61	13	13	748	50	17	56	19	8	750
C. one to two hours	30	4	24	8	47	3	18	2	12	749	31	22	44	17	17	748	40	20	58	16	6	752
D. more than two hours	4	0	0	2	100	0	0	0	0	743	3	0	100	0	0	743	4	19	49	21	11	749
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	42	5	21	15	63	4	17	0	0	753	43	20	60	16	4	751	36	24	58	14	5	753
B. They match some of what I have learned.	39	4	18	14	64	1	5	3	14	749	38	18	64	5	14	749	50	16	58	19	8	749
C. They match just a little of what I have learned.	18	0	0	4	40	3	30	3	30	735	17	0	40	30	30	735	11	13	45	26	16	745
D. There is no match.	2	0	0	0	0	0	0	1	100	728	2	0	0	0	100	728	3	4	35	29	31	737
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	34	7	37	10	53	2	11	0	0	758	33	37	53	11	0	758	28	35	52	9	5	756
B. good	38	2	10	15	71	3	14	1	5	750	37	10	71	14	5	750	52	15	60	18	7	750
C. fair	25	0	0	8	57	3	21	3	21	738	26	0	53	20	27	737	18	3	49	33	15	742
D. poor	4	0	0	0	0	0	0	2	100	718	4	0	0	0	100	718	2	2	41	28	29	738
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	11	1	17	0	0	2	33	3	50	731	10	17	0	33	50	731	16	13	48	23	16	745
B. about the same as my regular schoolwork	70	6	15	28	70	4	10	2	5	751	71	15	68	10	7	750	65	18	57	18	7	750
C. easier than my regular schoolwork	19	2	18	5	45	2	18	2	18	745	19	18	45	18	18	745	19	21	57	16	6	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	7	0	0	0	0	0	0	4	100	710	7	0	0	0	100	710	9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	59	6	18	21	64	5	15	1	3	752	60	18	62	15	6	751	55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	34	3	16	11	58	3	16	2	11	748	33	16	58	16	11	748	36	28	58	10	4	755
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	25	2	14	9	64	1	7	2	14	749	26	13	60	7	20	747	44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	71	7	18	23	58	7	18	3	8	749	70	18	58	18	8	749	51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	1	50	0	0	1	50	731	4	0	50	0	50	731	5	9	46	26	19	743
How much time do you spend reading at home each day?																						
A. more than one hour	26	3	20	10	67	1	7	1	7	753	28	19	63	6	13	751	17	25	57	13	6	753
B. 20 minutes to an hour	46	3	12	15	58	5	19	3	12	745	45	12	58	19	12	745	45	22	56	16	6	752
C. less than 20 minutes	18	2	20	5	50	1	10	2	20	746	17	20	50	10	20	746	13	14	56	21	9	748
D. I rarely read at home.	11	1	17	3	50	1	17	1	17	748	10	17	50	17	17	748	24	8	53	26	13	745
Optional school/SAU question																						
A.	33	0	0	0	0	0	0	1	100	712	33	0	0	0	100	712						
B.	33	0	0	0	0	1	100	0	0	738	33	0	0	100	0	738						
C.	33	0	0	0	0	0	0	1	100	712	33	0	0	0	100	712						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 7
SAU: Jay School Department
School: Jay Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	3	4	3	4	1646	11
	2006-2007	7	9	7	9	2142	14
	2007-2008	2	4	2	3	2028	14
	Cum. Total*	12	6	12	6	5816	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	20	28	20	28	5497	36
	2006-2007	25	33	25	33	5642	38
	2007-2008	13	23	13	22	5703	39
	Cum. Total*	58	28	58	28	16842	38
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	26	37	26	37	4514	29
	2006-2007	23	30	23	30	4077	27
	2007-2008	17	30	17	29	3733	26
	Cum. Total*	66	32	66	32	12324	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	22	31	22	31	3797	25
	2006-2007	21	28	21	28	3001	20
	2007-2008	25	44	26	45	3054	21
	Cum. Total*	68	33	69	34	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	6.7	41.9	6.6	41.3	8.8	55.0
Cluster 2: Shape and Size	14	25	4.2	30.0	4.2	30.0	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	2.1	26.3	2.1	26.3	3.5	43.8
Cluster 4: Patterns	18	32	5.3	29.4	5.2	28.9	7.9	43.9

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: Jay School Department
 School: Jay Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	57	2	4	13	23	17	30	25	44	730	58	3	22	29	45	730	14518	14	39	26	21	743
Ethnicity																						
African American/Black	0										0						372	5	24	25	45	731
American Indian or Native Alaskan	0										0						110	5	30	36	29	736
Asian or Pacific Islander	0										0						216	25	34	23	18	748
Hispanic	1										1						175	9	32	30	29	737
Caucasian/White	56	2	4	13	23	17	30	24	43	731	57	4	23	30	44	730	13645	14	40	26	20	743
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	0	0	1	9	10	91	711	12	0	0	8	92	711	2321	2	16	26	55	727
No	46	2	4	13	28	16	35	15	33	735	46	4	28	35	33	735	12197	16	44	26	15	746
Current LEP																						
Yes	0										0						356	7	23	24	45	731
No	57	2	4	13	23	17	30	25	44	730	58	3	22	29	45	730	14162	14	40	26	20	743
Economically disadvantaged																						
Yes	28	1	4	3	11	8	29	16	57	726	29	3	10	28	59	725	5301	5	31	31	33	736
No	29	1	3	10	34	9	31	9	31	735	29	3	34	31	31	735	9217	19	44	23	14	747
Migrant																						
Yes	0										0						1					
No	57	2	4	13	23	17	30	25	44	730	58	3	22	29	45	730	14517	14	39	26	21	743
Gender																						
Female	32	0	0	10	31	8	25	14	44	731	32	0	31	25	44	731	7086	14	40	26	20	743
Male	25	2	8	3	12	9	36	11	44	730	26	8	12	35	46	729	7432	14	38	25	22	743
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						946	4	23	36	37	733
No	57	2	4	13	23	17	30	25	44	730	58	3	22	29	45	730	13572	15	40	25	20	743
Gifted/talented program																						
Yes	0										0						575	64	31	3	1	765
No	57	2	4	13	23	17	30	25	44	730	58	3	22	29	45	730	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 7
SAU: Jay School Department
School: Jay Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	12	0	0	2	29	2	29	3	43	727	12	0	29	29	43	727	6	7	29	26	37	734
B. less than one hour	54	2	6	6	19	11	35	12	39	733	53	6	19	35	39	733	50	13	39	26	22	742
C. one to two hours	30	0	0	4	24	4	24	9	53	727	31	0	22	22	56	726	40	15	42	26	17	744
D. more than two hours	4	0	0	1	50	0	0	1	50	733	3	0	50	0	50	733	4	16	37	23	24	742
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	28	0	0	3	19	5	31	8	50	726	28	0	19	31	50	726	32	21	40	23	16	747
B. They match some of what I have learned.	42	2	8	7	29	8	33	7	29	738	43	8	28	32	32	737	50	12	42	27	19	743
C. They match just a little of what I have learned.	30	0	0	3	18	4	24	10	59	724	29	0	18	24	59	724	15	7	32	31	30	737
D. There is no match.	0										0						3	4	17	21	58	726
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	23	2	15	6	46	1	8	4	31	741	22	15	46	8	31	741	25	34	42	13	11	753
B. good	44	0	0	6	24	11	44	8	32	732	45	0	23	42	35	731	47	10	45	27	18	743
C. fair	25	0	0	0	0	3	21	11	79	719	24	0	0	21	79	719	23	3	30	36	32	735
D. poor	9	0	0	1	20	2	40	2	40	727	9	0	20	40	40	727	5	1	17	32	49	729
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	44	1	4	8	32	6	24	10	40	733	43	4	32	24	40	733	36	6	38	29	27	738
B. about the same as my regular schoolwork	51	1	3	4	14	11	38	13	45	729	52	3	13	37	47	728	53	13	42	27	18	744
C. easier than my regular schoolwork	5	0	0	1	33	0	0	2	67	725	5	0	33	0	67	725	11	40	32	15	13	753
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	36	1	5	5	25	4	20	10	50	729	38	5	24	19	52	728	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	58	0	0	7	22	13	41	12	38	731	57	0	22	41	38	731	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	5	1	33	1	33	0	0	1	33	744	5	33	33	0	33	744	5	10	27	27	36	736
How often do you use laptops in mathematics class?																						
A. almost every day	21	0	0	4	33	4	33	4	33	735	21	0	33	33	33	735	9	15	37	25	23	742
B. two or three days a week	35	1	5	5	25	4	20	10	50	730	34	5	25	20	50	730	20	13	41	26	20	743
C. two or three times each month	21	1	8	1	8	6	50	4	33	734	21	8	8	50	33	734	30	15	40	27	18	744
D. never or almost never	23	0	0	3	23	3	23	7	54	724	24	0	21	21	57	723	41	13	39	26	23	742
How often do you use calculators in mathematics class?																						
A. almost every day	9	1	20	0	0	2	40	2	40	735	9	20	0	40	40	735	20	17	39	23	22	744
B. two or three days a week	33	0	0	3	16	5	26	11	58	726	33	0	16	26	58	726	29	16	40	25	19	744
C. two or three times a month	35	0	0	6	30	6	30	8	40	732	34	0	30	30	40	732	26	13	40	28	20	743
D. never or almost never	23	1	8	4	31	4	31	4	31	733	24	7	29	29	36	732	24	10	39	27	24	740
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	11	0	0	2	33	2	33	2	33	732	10	0	33	33	33	732	8	7	32	26	35	736
B. 30–45 minutes	53	1	3	4	13	11	37	14	47	730	52	3	13	37	47	730	41	12	38	27	23	741
C. 45–60 minutes	35	1	5	7	35	4	20	8	40	732	36	5	33	19	43	731	41	17	42	24	16	745
D. more than 60 minutes	2	0	0	0	0	0	0	1	100	700	2	0	0	0	100	700	10	15	38	25	22	743
Optional school/SAU question																						
A.	33	0	0	0	0	0	0	1	100	700	33	0	0	0	100	700						
B.	33	0	0	0	0	0	0	1	100	716	33	0	0	0	100	716						
C.	33	0	0	0	0	0	0	1	100	712	33	0	0	0	100	712						
D.	0										0											